DOCUMENT RESUME

ED 118 919 95 CE 006 483

AUTHOR	Kocher, Earl
TITLE	A Competency Based Program for Preparing Vocational Education Teachers. Final Report.
INSTITUTION	Kearney State Coll., Nebr.
SPONS AGENCY	Nebraska Occupational Needs Research Coordinating Unit, Lincoln.; Nebraska State Dept. of Education, Lincoln. Div. of Vocational Education.; Office of Education (DHEW), Washington, D.C.
REPORT NO	VT-102-549
PUB DATE	75
NOTE	121p.; Not available in hard copy due to marginal reproducibility
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	Bibliographies; *Curriculum Research; Educational Strategies; *Performance Based Teacher Education; Program Descriptions; *State Programs; *Teacher Qualifications; *Vocational Education; Vocational Education Teachers
IDENTIFIERS	Nebraska

ABSTRACT

The objective of the project was to identify and reach a consensus about common core competencies deemed necessary to all vocational teachers, with the goal of developing a strategy for the implementation of competency-based teacher education in Nebraska. A random sample of vocational educators selected a list of vocational education teacher competencies that is appended to the report. The competencies are grouped according to the headings of planning, evaluation, instruction, management, public and human relations, guidance, youth organizations, and professional role. Included is a bibliography of competency-based materials organized by State, and a list of competency-based modules currently in use in teacher education programs. Other materials appended to the document are the project PERT (Program Evaluation Review Technique) and milestone charts; the original list of competencies; correspondence with the advisory committee, research coordinating units, and State departments of education; and quarterly reports. (NJ)

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FINAL REPORT
VOCATIONAL EDUCATION RESEARCH PROJECT
Vocational Education Amendments of 1968
(Public Law 90-576)

A COMPETENCY BASED PROGRAM FOR PREPARING VOCATIONAL EDUCATION TEACHERS

Project Director
Earl Kocher

KEARNEY STATE COLLEGE
Kearney, Nebraska

January 1, 1975 to August 15, 1975

NEBRASKA STATE DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION
and
NEBRASKA RESEARCH COORDINATING UNIT
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PREFACE

Working with this project was very rewarding, not only because of the learning experiences, but also because of the opportunity of meeting many persons with varied backgrounds and philosophies. It was a pleasure working with Elton Mendenhall, Director of the Research Coordinating Unit for Vocational Education, Julie Boettcher, Administrative Assistant, and Merle Rudebusch, Director of Research at the Nebraska State Department of Education.

The staff and I would also like to thank the members of the advisory committees, without whose input the project would not have been successful.

I would like to thank Colleen Parker, Research Assistant, and Janet Wilken and Kathy Simonson, secretaries, for their dedication to the project and work above and beyond the call of duty.

This project is only a beginning. We hope the results will be studied carefully and a future project will be planned.

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I. THE ABSTRACT

Title of Project: A Competency Based Program for Preparing Vocational Education Teachers

Project Director: Mr. Earl Kocher

Applicant Organization: Kearney State College

Duration of the Project: January 6 to August 15, 1975

Total Federal Funds Requested: $17,680.00

Statement of the Problem

Today, with the increased emphasis on vocational education, the need for competent teachers is becoming critical. If the demand for competent teachers is to be met, a more effective and efficient strategy of preparing teachers must be devised.

Recent research has shown that Competency Based Teacher Education is the most effective and efficient method presently available. However, the problem is one of developing and field testing a strategy for the implementation of CBTE in vocational teacher education programs of the state colleges and universities of Nebraska.

Purposes and Objectives

The purpose of this project is to develop a strategy for the implementation of competency based teacher education.

The objectives are: (1) to identify those competencies common to all vocational teachers in Nebraska, and (2) to receive agreement from all parties concerned as to those competencies.

Procedures

The general procedure for conducting the project will be to select a steering committee to identify, from existing lists, those competencies needed by all vocational education teachers in Nebraska. The second step will be to locate modules currently being used in teacher education programs which encompass those competencies. The third step will be to receive agreement from all parties concerned as to those competencies.

Contribution to Vocational Education

The contribution to Vocational Education will be an effective and efficient strategy to prepare competent teachers in all fields of Vocational Education. Also, at this time, there is very little if any coordination among the institutions which prepare vocational teachers in Nebraska. A Competency Based program would insure more uniformity in the output of the teacher education programs of Nebraska.

Evaluation Procedures

Quarterly reports, along with a final report, will provide evaluation for the project. In addition, a PERT (Program Evaluation Review Technique) system will be designed and utilized to insure all project objectives will be met.

IIa. PROCEDURES (DESIGN, LOCATION, AND METHODOLOGY)

The general design of this project was an empirical review of existing research.

Kearney State College and the other state institutions and universities in the state of Nebraska will serve as the participant institutions, and the Kearney Center for Vocational and Technical Education will serve as the project site.

The methodology for the project involved writing letters to all Research Coordinating Units, State Departments of Education, Universities, and other agencies involved with Competency Based Teacher Education asking for pertinent information and particularly existing lists of competencies; organizing a large advisory committee and submitting lists of competencies to the members for their aid in focusing on those common competencies necessary for a Nebraska vocational teacher; organizing two small advisory committees and meeting with them for their comments and recommendations on the progress of the project; designing and implementing a research-based component.

IIb. DEVELOPMENT OF INSTRUMENTS/GUIDES

SEE APPENDIX L.

IIc. IMPLEMENTATION OF THE STUDY

The objectives for the project were: (1) to identify those competencies common to all vocational teachers in Nebraska, and (2) to recieve agreement from all parties concerned as to those competencies.

These objectives were not modified, but the methodology for achieving the objectives was modified. After the list of comptencies was developed, the advisory committee suggested that we divide the total list of competencies into groups of 100 competencies each which we would then submit to a randomly selected group of people chosen from a list of vocational teacher educators, post-secondary educators, and secondary educators in the areas of agricultural education, distributive education, home economics, health occupations, trade and industrial education and technical education, diversified occupations, special vocational needs, and business and office education.

This changed our methodology from that of an empirical review to one of a research-based design. Because it was necessary that the areas be proportionately equated, a stratified random sample was chosen. The returns from this sample will be subjected to an item analysis. The item analysis will include the separate groupings: (1) percentage by competency number, (2) percentage by number by group, and (3) percentage by number by group by area. This should give the data necessary on which to base conclusions. A suggested level of 75% measurement level of 75% of each person surveyed indicating 75% of the time a competency is common to all vocational teachers in Nebraska may be used. "Area" represents those educators from secondary, post-secondary, or teacher educators. "Group" represents those educators from each service area. "Number" represents the number of the competency statement on the survey form.

IId. ANALYSIS OF DATA

This component is incomplete. A continuation of the project is planned until the results of the research can be analyzed. These results will be added as an addendum to this report.

III. RESULTS AND CONCLUSIONS

As a result of this project, communication among teacher educators has increased. The results of this project could also lead to a state-wide, uniform, and complete picture of a competent vocational teacher which in turn would give more specific ways of determining accountability and would enhance curriculum continuity.

IV. RECOMMENDATIONS

Recommendations are:

(1) implement and field test the competencies,

(2) structure the state plan to allow for a competency-based vocational teacher education program,

(3) ascertain whether a difference exists between secondary and post-secondary competencies and depending on those results, how pre-service and in-service methodology may differ,

(4) establish an AdHoc Committee to discuss Competency-Based Vocational Teacher Education in Nebraska, and

(5) establish the policy and procedures for evaluating Competency-Based Vocational Teacher Education.

V. BIBLIOGRAPHY

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Module Number 5—"Writing Problem Statements"

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Module Number 7—"Writing Behavioral-Oriented Objectives"

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Module Number 9—"Reinforcement Techniques"

Module Number 10—"Questioning Techniques"

Module Number 11—"Concluding a Discussion"

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Module Number 17—"Calculating Students Grades"

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Module Number 19—"The Possibilities and Factors Method of Problem-Solving Teaching"

Module Number 20—"The Advantages or Disadvantages Method of Problem-Solving Teaching"

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MINNESOTA (Continued)

Minn Mod's (Continued)

Module Number 23--"Individualized Teaching Techniques"

Module Number 24--"Utilizing Resource Personnel"

Module Number 25--"Utilizing Simulated Situations and Games"

Module Number 26--"Utilizing a Field Trip"

Module Number 27--"Utilizing Team Teaching"

Module Number 28--"Utilizing the Discovery Approach in Teaching"

Module Number 29--"Teaching the First Class"

APPENDIX A

Copy of Competencies

APPENDIX

MASTER LIST OF CATEGORIES AND PERFORMANCE ELEMENTS

I. Program Planning, Development, and Evaluation
(Chapter II, page 15)

1. Organize a steering committee to assist in the pre-planning activities of a community survey.
2. Identify the geographical area in which a community survey will be conducted.
3. Obtain administrative approval for conducting a community survey.
4. Solicit assistance of the vocational education personnel from the state department and/or university in conducting a community survey.
5. Adapt existing community survey materials to local needs.
6. Consult the chamber of commerce to identify area employers to be contacted in a community survey.
7. Consult the local office of the U.S. Employment Service to obtain information on manpower trends and needs.
8. Persuade labor representatives to participate in a community survey.
9. Involve the steering committee in conducting a community survey.
10. Recruit teachers and guidance personnel to participate in conducting a community survey.
11. Establish communication with employer representatives who will be involved in a community survey.
12. Devise a plan of activities for the survey staff to follow in conducting a community survey.

13. Publicize the purposes and objectives of a community survey.

14. Orient the survey staff to their duties and responsibilities in collecting occupational data.

15. Direct students in the collection of data for a community survey.

16. Collect occupational data from employers to identify vocational education needs.

17. Collect student occupational interest data to identify vocational education needs.

18. Recommend a vocational education program based on the findings of a community survey.

19. Disseminate the findings of a community survey.

20. Identify the role and function of the advisory committee.

21. Establish the criteria for selection of the advisory committee members.

22. Obtain school board authorization for organizing the advisory committee.

23. Obtain administrative approval of the selected advisory committee members.

24. Publicize to the school and community the establishment of the advisory committee, its members, and its function.

25. Orient the advisory committee members to their role and function.

26. Plan the annual agenda to be considered by the advisory committee.

27. Communicate the date, place, and agenda for the advisory committee meetings to all persons concerned.

28. Invite resource persons who can provide consultation service to attend the advisory committee meetings.

29. Serve as the liaison for the advisory committee and the school administration.

30. Assist in the identification of the school's vocational education purposes and goals.

31. Determine the occupations for which training is to be offered in the vocational education program.

32. Consult the advisory committee in planning an analysis of an occupation.

33. Analyze occupations with the assistance of employers and labor representatives.

34. Identify the competencies needed for entry into an occupation.

35. Describe the occupational standards of performance for each task in an occupation.

36. Assist in writing general objectives for the vocational education program offerings.

37. Develop vocational education offerings by clustering and sequencing related tasks.

38. Identify the knowledge and attitudes required for the performance of each task included in a vocational education offering.

39. Write student performance objectives for the vocational education offering.

40. Consult the advisory committee in developing a long-range program plan for vocational education.

41. Analyze long-range needs for the offerings of the vocational education program.

42. Specify the long-range facility, equipment, and supply needs for the vocational education program.

43. Assist in the preparation of a long-range budget for the vocational education program.

44. Identify the long-range needs for employing faculty for the vocational education program.

45. Assist in preparing the long-range program plan for vocational education.

46. Analyze continual follow-up information on the placement, employment, and training status of each graduate of the vocational education program.

47. Obtain follow-up data from employers of graduates of the vocational education program.

48. Determine the reasons students leave the vocational education program.

49. Review supervisory evaluation reports for assessing the vocational education program.

50. Assess the relevancy of the vocational education offerings.

51. Disseminate a summary of the vocational education program evaluation to administrators, advisory committee members, and members of the board of education.

II. Planning of Instruction (Chapter III, page 33)

52. Review general objectives for the vocational education offerings.

53. Review student performance objectives developed for the vocational education offerings.

54. Sequence student performance objectives for an offering in the vocational education program.

55. Determine student needs and interests.

56. Involve the students in planning a unit.

57. Select student performance objectives for a unit.

58. Write content outline for a unit.

59. Correlate unit content with on-the-job and/or laboratory experiences.

60. Determine for a unit group and individual learning experiences based on individual differences of students.

61. Select methods of evaluating student performance throughout a unit.

62. Identify the student performance objectives for a lesson.

63. Select teaching techniques for a lesson.

64. Plan the introduction of a lesson.

65. Plan the content of a lesson.

66. Plan the summary of a lesson.

67. Plan student learning experiences for a lesson.

68. Select methods of evaluating students' attainment of specific student performance objectives.

69. Write a lesson plan.

70. Obtain textbook, reference, and other instructional materials.

71. Select tools and/or equipment for a lesson.

72. Assemble consumable supplies for instructional purposes.

73. Develop original instructional materials such as individualized related assignment sheets, transparencies, and charts.

74. Involve students in the preparation of instructional materials.

75. Obtain programmed instructional materials.

76. Prepare instructional materials with a spirit duplicator.

77. Prepare instructional materials with a stencil duplicator.

78. Prepare instructional materials (hard copy and transparency) with a photocopier.

III. Execution of Instruction (Chapter IV, page 43)

79. Conduct field trips.

80. Direct students in gathering information from sources in the community.

81. Conduct symposiums.

82. Conduct brainstorming sessions.

83. Direct student presentations.

84. Direct students in instructing other students.

85. Direct simulation techniques.

86. Conduct group supervised study.

87. Direct student laboratory experience.

88. Direct students in applying problem-solving techniques.

89. Present information through case study problems.

90. Present information by the project method.

91. Direct student study of textbooks, bulletins, and pamphlets.

92. Direct student study of information and assignment sheets.

93. Direct students in preparing laboratory work or job plans.

94. Guide student progress through the use of operation and/or job sheets.

95. Lead group discussions.

96. Conduct panel discussions.

97. Conduct buzz groups.

98. Employ the question box technique.

99. Employ role-playing techniques.

100. Introduce a lesson.

101. Obtain summary for a lesson.

102. Employ oral questioning techniques.

103. Acknowledge student verbal and nonverbal cues.

104. Enrich instruction to challenge the abilities of the more capable student.

105. Reinforce learning.

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106. Provide remedial work for slow learners.

107. Employ reward techniques.

108. Establish frames of reference to enable the students to understand a situation from several points of view.

109. Apply nonverbal techniques.

110. Demonstrate a manipulative skill.

111. Present a concept or principle through a demonstration.

112. Give a lecture.

113. Give an illustrated talk.

114. Present information with analogies.

115. Present information by use of individualized instruction.

116. Present information through team teaching.

117. Give an assignment.

118. Present information with the assistance of a resource person.

119. Present information with bulletin boards.

120. Present information with exhibits.

121. Illustrate with models and real objects.

122. Present information with an overhead projector.

123. Present information with an opaque projector.

124. Present information with filmstrips.

125. Present information with slides.

126. Present information with sound motion pictures.

127. Present information with single concept films.

128. Present information with an audio recorder.

129. Present information with a video recorder or closed circuit television.

130. Present information with a tele-lecture.

131. Present information with a record player.

132. Present information with educational television.

133. Direct teaching-machine programmed instruction.

134. Present information by computer-assisted instruction.

135. Direct written programmed instruction.

136. Present information with the aid of a flannel board.

137. Present information with the aid of a flip chart.

138. Present information with the aid of a chalkboard.

IV. Evaluation of Instruction (Chapter V, page 67)

139. Establish criteria for student performance.

140. Formulate a system of grading consistent with school policy.

141. Appraise students' products according to occupational performance standards.

142. Appraise students' performance in relation to student performance objectives.

143. Evaluate individualized assignments completed under directed study.

144. Devise self-evaluation techniques for use by students.

145. Arrange for students to evaluate their own progress.

146. Engage in cooperative evaluation of achievement with students.

147. Determine students' grades based on related instruction and laboratory or on-the-job experience.

148. Interpret students' evaluation of instruction.

149. Formulate essay test items.

150. Formulate true-false test items.

151. Formulate completion test items.

152. Formulate matching test items.

153. Formulate multiple-choice test items.

154. Devise laboratory performance tests.

155. Devise laboratory performance rating sheets.

156. Formulate test items for an oral test.

157. Administer teacher-made tests.

158. Devise case study problems.

159. Analyze tests for validity.

160. Analyze tests for reliability.

161. Review student progress and/or achievement records to assess effectiveness of instruction.

162. Involve students in formulating the procedures for their participation in the evaluation of instruction.

163. Obtain information from fellow teachers and supervisory personnel regarding the quality of one's instruction.

164. Seek opportunities for self-evaluation of instruction.

V. Management (Chapter VI, page 79)

165. Compile a list of supplies needed for the academic year.

166. Identify new tools and/or equipment needed for the academic year.

167. Recommend reference books and periodicals related to vocational education that should be added to the library.

168. Prepare a capital outlay budget proposal for new equipment.

169. Plan an operating budget proposal for consumable supplies, services, and instructional materials.

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170. Prepare a budget for estimating travel expenses incurred in vocational activities.

171. Arrange for additional vocational facilities to accommodate expanded enrollments and technological advancements.

172. Prepare purchase requests for approved vocational equipment and supplies.

173. Design a procedure for acquiring needed consumable supplies and materials.

174. Accept gifts or donations of supplies and equipment for the vocational education program in accordance with school policy.

175. Devise a system for determining and collecting student fees for consumable supplies.

176. Structure a filing system for records and report forms.

177. Supply the data for vocational reports required by the state department of education.

178. Devise a filing system for instructional materials.

179. Devise a system for maintaining occupational opportunity information for use by vocational students.

180. Record vocational student attendance according to school policy.

181. Record vocational students' grades according to school policy.

182. Assemble individual student files documenting personal characteristics, attitudes, and grades.

183. Provide approved safety apparel and devices for vocational students assigned to hazardous equipment.

184. Establish a procedure for attending to the first aid needs of vocational students.

185. Maintain a record of safety instruction presented in compliance with safety laws and regulations.

186. Uphold school standards of expected student behavior.

187. Formulate with students acceptable standards of behavior in vocational classrooms and laboratories.

188. Uphold acceptable standards of student behavior in vocational classrooms and laboratories.

189. Carry out approved disciplinary action when warranted.

190. Encourage students to exercise self-discipline.

191. Control outbursts of fighting and aggressive behavior.

192. Maintain an inventory of vocational tools, supplies, and equipment.

193. Establish a system for repairing and servicing tools and equipment in the laboratory.

194. Arrange for the storage and security of supplies and equipment.

195. Implement student check-out procedures for tools, supplies, and equipment used in the laboratory.

196. Direct students in a system for cleaning and maintaining the laboratory.

197. Schedule laboratory equipment for maximum utilization by students.

198. Arrange layout of the vocational laboratory to simulate the occupational environment.

199. Arrange laboratory work areas and storage space to facilitate student work performance.

200. Control heat, light, and ventilation in vocational laboratories and classrooms.

201. Establish a policy for use of the physical facilities and equipment by other school personnel and outside groups.

VI. Guidance (Chapter VII, page 93)

202. Determine students' background and environment.

203. Administer subject-matter diagnostic tests.

204. Analyze students' cumulative records.

205. Maintain anecdotal records..

206. Determine relationships among students through the sociogram or other sociometric techniques.

207. Review students' autobiographies for information to aid in understanding the students.

208. Assemble information for case study reports.

209. Communicate with prospective and continuing students during the summer.

210. Maintain an open door policy for student consultation.

211. Encourage students to discuss career aspirations.

212. Demonstrate a regard for and an interest in students as individuals.

213. Develop constructive working relationships among students.

214. Demonstrate personal concern for the student and his family.

215. Conduct home visits.

216. Recognize potential problems of students.

217. Conduct a conference with a student.

218. Conduct group conferences.

219. Confer with the student and his parents regarding his educational development.

220. Interpret occupaticnal tests and inventories to students.

221. Assist students in developing good study habits.

222. Establish communication patterns for exchanging information and for cooperating with the guidance staff.

223. Supply guidance staff with performance data about students.

224. Refer students to guidance staff and other specialists.

225. Assist students with their problems by working cooperatively with outside agencies such as health and welfare services.

226. Work with other teachers to help students with individual concerns.

227. Refer students to qualified resource persons for occupational and educational information.

228. Arrange with professional staff for administration and interpretation of personality, aptitude, and intelligence tests for specific students.

229. Arrange for the local office of the U.S. Employment Service to administer and interpret the General Aptitude Test Battery.

230. Present information to students on occupational opportunities.

231. Present information to students on advanced training and education at opportunities available to them.

232. Assist students in determining ways to best describe their salable skills.

233. Write letters of recommendation for students.

234. Assist graduating students in preparing for interviews with potential employers.

235. Assist students in securing and completing applications for jobs, scholarships, educational loans, or college admission.

VII. School-Community Relations (Chapter VIII, page 107)

236. Assist in the devleopment of policies regarding school-community relations.

237. Plan the school-community relations activities for the vocational education program.

238. Procure clearance from the school administration to conduct school-community relations activities related to the vocational education program.

239. Express a philosophy consistent with that of the vocational faculty.

240. Speak to school and community groups about the vocational education program.

241. Provide brochures to inform the school and community about the vocation program.

242. Provide displays in the school and community about the vocational education program.

243. Prepare news releases and manuscripts on activities of the vocational education program for newspapers and other periodicals.

244. Present activities of the vocational education program on television.

245. Present activities of the vocational education program on radio.

246. Direct student presentations describing activities of the vocational education program.

247. Conduct an open house to familiarize members of the school and community with activities of the vocational education program.

248. Sponsor student-parent activities for the vocational education program.

249. Assist with special community social events.

250. Assist with community business and industry sponsored activities.

251. Serve in professional nonvocational organizations to improve the image of the vocational education program.

252. Serve in a community civic, service, or social organization to improve the image of the vocational education program.

253. Provide consultant services to local business and industry.

254. Maintain liaison with union officials and employers.

255. Maintain liaison with employment agencies.

256. Maintain liaison with community professional, service, fraternal, social, and religious organizations.

257. Maintain good relations with other schools.

258. Maintain liaison with state department personnel.

259. Obtain informal feedback on the vocational education program through contacts with individuals in the school and community.

260. Conduct opinion surveys in the school and community concerning the vocational education program.

261. Analyze enrollment trends to determine student and parent acceptance of the vocational education program.

262. Obtain information from parents relative to their expectations of the vocational education program.

263. Consult the advisory committee to obtain information concerning their expectations of the vocational education program.

264. Acquire information from members of the community power structure (e.g., political, social, and economic pressure groups) regarding their expectations of the vocational education program.

265. Study community voting results on financial issues affecting the vocational education program to determine community support.

266. Study in-school election results (student council, class officers) to determine the image of the vocational students in the school.

267. Maintain working relationships with the school administration and faculty.

268. Assist in planning the goals of the total school program.

269. Maintain working relationships with the school supporting staff through cooperation and mutual effort.

VIII. Student Vocational Organization (Chapter IX, page 119)

270. Obtain approval from the school administration for establishing the student vocational organization.

271. Contact state department personnel regarding the steps to be followed in organizing a student vocational organization.

272. Acquaint prospective members and their parents with the purposes, activities, and values of the student vocational organization.

273. Organize a student committee to assess student interest in joining a student vocational organization.

274. Assist in the development of a constitution and by-laws for the student vocational organization.

275. Conduct an organizational meeting for a student vocational organization.

276. Direct initiation activities of the student vocational organization.

277. Orient students to the student vocational organization.

278. Assist in the election and installation of officers of the student vocational organization.

279. Conduct a leadership training session for the officers of the student vocational organization.

280. Obtain the assistance of state department personnel in maintenance of the student vocational organization.

281. Assist students in developing a yearly program of work for the student vocational organization.

282. Assist students in advancing within the available degrees in the student vocational organization.

283. Supervise social and educational activities for the student vocational organization.

284. Involve elected chapter parents in the activities of the student vocational organization.

285. Assist students with publicizing the student vocational organizational activities.

286. Assist students with the financial management of the student vocational organization.

287. Assist in planning and organizing fund-raising activities for the student vocational organization.

288. Maintain a file of publications available for the student vocational organization.

289. Supervise the development of an annual handbook for the student vocational organization.

290. Supervise the development of a chapter scrapbook for the student vocational organization.

291. Evaluate the student vocational organization.

292. Affiliate the student vocational organization with the state and national vocational organizations.

293. Assist in the preparation of state and national reports for the student vocational organization.

294. Provide advice for student entries in state and national student vocational organization contests.

295. Send student representatives to district, state, regional, and national student vocational organization activities.

296. Assist in the development of rules and procedures for conducting district, state, regional, and national student vocational organization contests.

297. Serve as an advisor or judge for district, state, regional, or national student vocational organization contests.

298. Participate in district, state, regional, and national activities of the student vocational organization.

IX. Professional Role and Development (Chapter X, page 131)

299. Identify current trends of the teaching profession.

300. Promote the attainment of the goals of the teaching profession.

301. Express a personal professional philosophy consistent with the goals of the teaching profession.

302. Express a personal professional philosophy consistent with the goals of vocational education.

303. Maintain the ethical standards expected of a professional educator.

304. Exchange observational visits, innovations, and ideas with others in the profession.

305. Support professional organizations through membership and attendance at meetings.

306. Serve professional organizations as an officer and/or chairman or member of a committee.

307. Represent the teaching profession as a committee member, delegate, or program participant at meetings and activities of other related professions.

308. Participate in experimental and other data collecting research activities.

309. Write an article or book for publication which contributes to the literature of the profession.

310. Assist in orienting teachers who are new to the school system.

311. Work with a team from the school and/or community on pertinent school activities.

312. Serve community needs by contributing professional expertise to community activities.

313. Consult supervisory and administrative evaluations to determine attitudes of others toward one's personal and professional abilities and limitations.

314. Use a self-analysis form to evaluate personal and professional abilities and limitations.

315. Select the teaching position which is in keeping with personal and professional abilities and limitations.

316. Maintain professional certification through enrolling in graduate, extension, and in-service education programs.

317. Expand educational background and leadership potential by achieving advanced degrees.

318. Keep up-to-date through reading professional literature.

319. Acquire new occupational skills and information needed to keep pace with technological advancement in vocational education.

320. Update professional personnel file regularly.

321. Participate in noninstructional school activities (cafeteria supervision, homeroom, bus duty, chaperoning, etc.).

322. Assist with nonvocational student organization activities.

323. Provide opportunities for potential teachers to observe and participate in the public school program.

324. Interpret the policies and regulations of the local school district to the student teacher.

325. Plan activities for the student teacher which draw upon and enrich college course work.

326. Assign responsibilities commensurate with the student teacher's background of knowledge and experience.

327. Demonstrate instructional instructional techniques for student teachers.

328. Consult regularly with the student teacher regarding planning, implementing, and evaluating teaching.

329. Confer regularly with the student teacher.

330. Confer with the college supervisor and the student teacher regarding plans for and evaluation of the total student teaching experience.

X. Coordination (Chapter XI, page 143)

331. Establish criteria for selection of student-learners.

332. Provide prospective student-learners with resource materials on occupational opportunities to aid them in selecting a vocation.

333. Administer occupational tests relative to student-learner selection and placement.

334. Gather student-learner selection data.

335. Interview students and parents to obtain student-learner interest and aptitude information.

336. Identify a prospective student-learner on the basis of selection criteria and data.

337. Match a student-learner's unique characteristics with an appropriate training station.

338. Negotiate on-the-job training hours and wages for student-learners.

339. Establish criteria for evaluating the training station potential of a business or industry.

340. Identify prospective cooperating employers to provide on-the-job training stations.

341. Establish criteria to evaluate qualifications of prospective on-the-job instructors.

342. Assess training capability of the on-the-job instructor of the prospective training station.

343. Assess educational adequacy of the prospective training station's facilities and equipment.

344. Assess safety provisions of the facilities and equipment of the prospective training station.

345. Convince an employer to provide a training station for cooperative vocational education.

346. Arrange with a union to make contract provisions for student-learners.

347. Develop a training agreement between student-learner, parent, school, and cooperating employer.

348. Arrange school and work schedules with student-learners and school and employing personnel.

349. Develop a systematic training plan with the cooperating employer and/or the on-the-job instructor.

350. Aid student-learners in procuring work permits.

351. Assist the cooperating employer in obtaining information concerning federal and state wage and hour classifications.

352. Assist the cooperating employer in acquiring a federal permit to pay a training wage.

353. Assist the cooperating employer in verifying the legality of employing a student-learner in a hazardous occupation.

354. Establish the cooperating employer's qualifications for reimbursement for training a student-learner.

355. Obtain reimbursement for the cooperating employer providing on-the-job training.

356. Obtain reimbursement for the student-learner for allowable training costs such as clothing and tools.

357. Prepare the student-learner for an interview with the cooperating employer and training station personnel.

358. Assist the student-learner in on-the-job training orientation.

359. Assist the cooperating employer's personnel in accepting the training status and role of the student-learner.

360. Maintain good working relationships with training station personnel.

361. Develop a procedure to insure student's safety and protection in the training station.

362. Develop a plan for supervision of on-the-job training.

363. Inform the administration of the coordination itinerary.

364. Assess the on-the-job experience daily reports with the student-learner to plan future instruction.

365. Encourage the on-the-job instructor to follow the training plan in providing experiences for the student-learner.

366. Maintain the student-learner's progress reports for on-the-job training and related instruction.

367. Examine the student-learner's progress reports to determine future on-the-job training experiences and related instruction.

368. Maintain a record of individual work hours, wages, and work experiences of on-the-job training.

369. Assist the student-learner in the solution of problems related to on-the-job training.

370. Control student-learner absenteeism from school and on-the-job training.

371. Control the transfer of student-learners within the cooperative vocational education program and to other school programs.

372. Conduct termination procedures for on-the-job training for the student-learner when conditions demand it.

373. Sponsor an employer-employee appreciation event.

374. Evaluate the student-learner's work qualities and habits on the job.

375. Evaluate the student-learner's personal traits and characteristics on the job.

376. Check the student-learner's progress in acquiring skills on the job.

377. Check the student-learner's progress with the on-the-job instructor and other training station personnel.

378. Assess the student-learner's performance with the assistance of the on-the-job instructor.

379. Obtain suggestions from the on-the-job instructor to guide the selection of lessons for related instruction.

380. Evaluate the quality of the on-the-job training received by the student-learner.

381. Provide a workshop to assist on-the-job instructors in techniques for teaching student-learners.

382. Assist the on-the-job instructor with development of teaching techniques during supervisory visits to the training station.

383. Update related instruction for student-learners on the basis of information on technology obtained from cooperating employers.

384. Obtain information from the advisory committee on ways to improve related instruction and on-the-job training.

APPENDIX B

Letter to the Advisory Committee

KEARNEY
STATE
COLLEGE
KEARNEY
NEBRASKA
68847

kearney center for vocational and technical education

CENTER STAFF

DR. L. DEAN McCLELLAN

DR. DALE ZIKMUND

DR. DWIGHT CLINE

MR. LYLE COLSTEN

MR. EARL KOCKER

MRS. CHERYL FEDJE

February 20, 1975

Dear Advisory Committee Member:

Thank you for taking a day from your busy schedule to attend the advisory committee meeting. In my opinion this was a very interesting and informative one. Many ideas and suggestions were expressed during the meeting. These ideas and suggestions will be helpful to us for making changes in our proposal planning. Our major goal, to identify and localize competencies that are necessary for pre-service vocational teacher education, was accomplished. The enclosed list of competencies is a compilation of those chosen by the committee. This is a preliminary analysis of the listing of those competencies.

The 384 competencies from the Cotrell study were used as a base, and all listings refer to that competency list.

Table I is a summary report showing the number of competencies unanimously chosen or unanimously eliminated from the 384 competencies used as a base.

TABLE I

Competencies chosen unanimously	151
Competencies eliminated unanimously	7

Table II is a complete listing of the competencies unanimously chosen or unanimously eliminated for pre-service secondary vocational teacher education. The color code used to indicate these competencies on the "Master List of Categories and Performance Elements" is: The red circles are those that were chosen unanimously for pre-service secondary vocational teacher education. The brown circles indicate those competencies which were unanimously eliminated.

TABLE II

Competencies Unanimously Chosen or Unanimously Eliminated

Chosen

1	88	120	156	218
9	89	121	157	219
16	90	122	158	226
30	91	123	159	230
36	92	124	160	231
56	93	125	161	233
57	94	126	162	234
58	95	127	167	235
59	96	128	178	240
62	97	129	180	241
63	98	131	181	242
64	99	132	183	246
65	100	133	184	248
66	101	137	185	267
67	102	138	186	269
68	103	140	189	270
69	105	142	191	274
71	107	143	192	275
73	108	144	195	281
74	109	145	196	283
76	110	146	197	285
77	111	147	199	286
78	112	148	200	287
79	113	149	210	288
80	114	150	211	301
82	115	151	212	302
83	116	152	213	303
84	117	153	214	304
86	118	154	216	305
87	119	155	217	339
				340

Eliminated

42
43
44
205
208
309
310

Table III is a complete list of the competencies necessary for pre-service vocational teacher education at the post-secondary level. The green squares indicate those competencies chosen.

TABLE III

Competencies Necessary for Pre-service Vocational Teacher Education at Post-secondary Level.

20	92	139	193	293
24	93	140	194	296
25	94	141	195	297
29	97	142	196	298
32	98	144	197	301
33	99	145	198	303
39	100	146	199	331
46	101	147	200	332
48	102	148	201	336
49	103	149	202	337
50	104	150	208	338
51	105	151	209	339
52	106	152	210	340
53	107	153	211	341
54	108	156	212	342
55	109	157	216	345
56	110	158	219	346
61	111	159	220	347
62	112	160	221	348
69	113	161	227	349
70	114	162	231	350
71	115	163	242	351
72	117	164	249	353
73	118	176	256	354
74	119	178	259	356
75	120	179	266	357
76	121	180	270	358
77	122	181	271	361
78	123	182	272	362
79	124	183	273	363
80	125	184	274	364
82	126	185	275	366
85	127	186	276	367
86	128	187	277	368
87	130	188	278	369
88	131	189	286	374
89	136	190	287	378
90	137	191	288	379
91	138	192	292	383
				384

Please make any changes, deletions, additions, or suggestions you feel are pertinent to the list of competencies so that we may finalize the list of Nebraska competencies for pre-service secondary and post-secondary vocational teacher education.

Please return your comments to us in the enclosed, self-addressed envelope. When this information is returned and tabulated, a survey containing the list of competencies will be sent to secondary and post-secondary Nebraska schools chosen at random. The results of this survey will be sent to each committee member.

Sincerely,

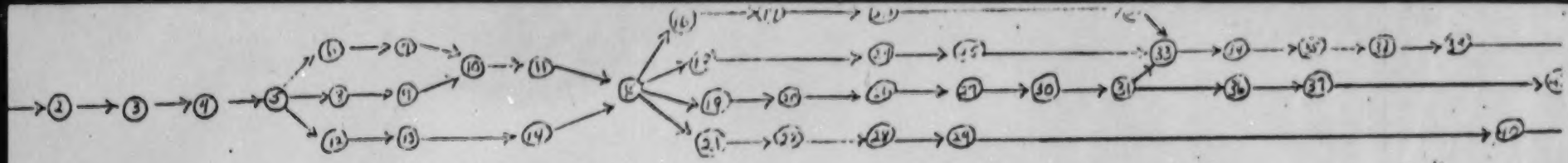
Earl Kocher
Project Director

EK/ks

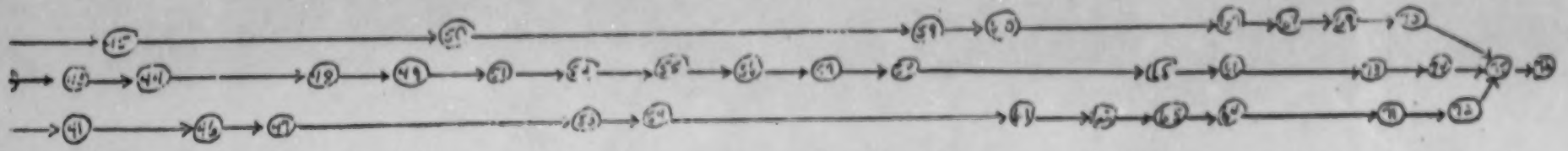
Enclosures: 2

APPENDIX C

PERT Chart



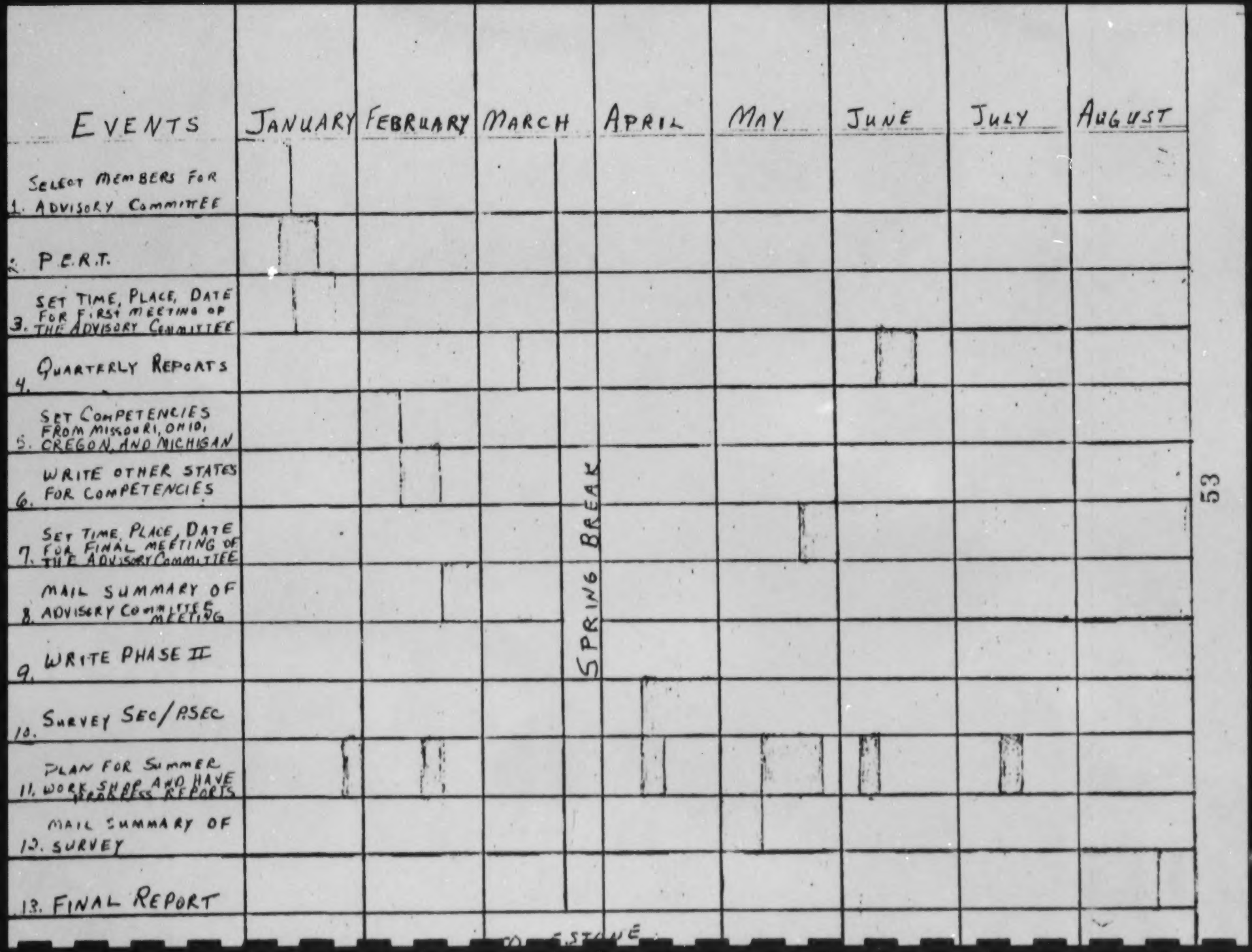
1. start to write proposal for project
2. finish written proposal
3. start to get project approval from RCU
4. finalize project approval from RCU
5. start project
6. start meeting with Kearney Teacher Education staff
7. finish meeting with Kearney Teacher Education staff
8. start meeting with Nebraska Advisory Council
9. finish meeting with Nebraska Advisory Countil
10. start list of suggested advisory committee members
11. finalize list of suggested advisory committee members
12. start to prepare a program format for advisory committee members
13. finalize program format
14. start to write a letter to advisory committee members giving time, date, and place of meeting
15. finalize letter to advisory committee members
16. start to plan for facilities and equipment needed for meeting
17. finalize facilities and equipment needed for meeting
18. start to plan materials needed for meeting
19. start to make arrangements for secretary for meeting
20. finalize arrangements for secretary for meeting
21. start to plan registration
22. finalize plans for registration
23. start to compile list of advisory committee members who have accepted
24. start meeting with Kearney Teacher Educators (January)
25. finalize meeting with Kearney Teacher Educators
26. start to list and sequence major events throughout project
27. finish list and sequence of major events throughout project
28. start PERT
29. finish PERT
30. start to get competencies from Missouri, Illinois, Michigan, Ohio
31. finish getting competencies from Missouri, Illinois, Michigan, Ohio
32. finish compiling list of advisory committee members who have accepted
33. finalize materials for advisory committee meeting
34. start first meeting of advisory committee
35. finish first meeting of advisory committee
36. start letters to CBE, RCU, and PBTE
37. finalize letters to CBE, RCU, a PBTE
38. start to send analysis of the competencies to the advisory committee members



39. finish sending analysis to advisory committee members
40. start to write proposal for Phase II
41. finalize proposal for Phase II
42. start meeting with Kearney Teacher Educators (February)
43. finalize meeting with Kearney Teacher Educators
44. start to file replies to letter to CBE, RCU, PBTE
45. start to collate replies from advisory committee members
46. start quarterly report
47. finish quarterly report
48. start meeting with Kearney Teacher Educators (March)
49. finish meeting with Kearney Teacher Educators
50. finish collating replies from advisory committee members
51. start meeting with Kearney Teacher Educators (April)
52. finish meeting with Kearney Teacher Educators
53. start to survey secondary and post-secondary schools
54. finish survey of secondary and post-secondary schools
55. start summer workshop
56. finsih summer workshop
57. start meeting with Kearney Teacher Educators (May)
58. finish meeting with Kearney Teacher Educators
59. start to set time, place, and date for final meeting of advisory committee
60. finalize time, place, and date for final advisory committee meeting
61. start to meet with State Department
62. finish meeting with State Department
63. start quarterly report
64. finish quarterly report
65. start meeting with Kearney Teacher Educators (June)
66. finish meeting with Kearney Teacher Educators
67. start final meeting of advisory committee
68. finish final meeting of advisory committee
69. start summary of final meeting of advisory committee
70. finalize summary of final meeting of advisory committee
71. start meeting with Kearney Teacher Educators (July)
72. finish meeting with Kearney Teacher Educators
73. start to meet with State Department
74. finish meeting with State Department
75. start to plan final report
76. finalize final report

APPENDIX D

Milestone Chart


EVENTS
JANUARY
FEBRUARY
MARCH
APRIL
MAY
JUNE
JULY
AUGUST
1. SELECT MEMBERS FOR ADVISORY COMMITTEE
2. P.E.R.T.
3. SET TIME, PLACE, DATE FOR FIRST MEETING OF THE ADVISORY COMMITTEE
4. QUARTERLY REPORTS
5. SET COMPETENCIES FROM MISSOURI, OHIO, OREGON, AND MICHIGAN
6. WRITE OTHER STATES FOR COMPETENCIES
7. SET TIME, PLACE, DATE FOR FINAL MEETING OF THE ADVISORY COMMITTEE
8. MAIL SUMMARY OF ADVISORY COMMITTEE MEETING
9. WRITE PHASE II
10. SURVEY SEC/PSEC
11. PLAN FOR SUMMER WORKSHOP AND HAVE PROGRESS REPORTS
12. MAIL SUMMARY OF SURVEY
13. FINAL REPORT
SPRING BREAK
MILESTONE

APPENDIX E

Letter to CBE, RCU, and
State Departments of Education

KEARNEY
STATE
COLLEGE
KEARNEY
NEBRASKA
68847

kearney center for vocational and technical education

CENTER STAFF

DR. L. DEAN McCLELLAN

DR. DALE ZIKMUND

DR. DWIGHT CLINE

DR. LYLE COLSDEN

CHERYL FEDJE

February 6, 1975

Dear :

January 1, 1975, we began here at Kearney State College a Competency-Based Teacher Education project in vocational education. The thrust of the project will be to incorporate available competencies and modules into an interdisciplinary coordinated format. Students representing Home Economics Education, Business and Office Education, Distributive Education, and Trade and Industrial Education will be taught Competency-Based Teacher Education commonalities at one time and one place.

Would you please send a synopsis of your work on competency-based vocational education? Any material related to Competency-Based Teacher Education or the specific occupational areas listed above would be gratefully received. Please let us know if there are charges for materials so we can process appropriate requisitions.

Thank you in advance for your cooperation.

Sincerely,

Earl Kocher
Project Director

EK/ks

APPENDIX F

ADVISORY MEETING FOR RESEARCH PROJECT
(May 22, 1975)

NEBRASKA RESEARCH COORDINATING UNIT
FOR VOCATIONAL EDUCATION
BOX 93 HENZLIK HALL
UNIVERSITY OF NEBRASKA
LINCOLN, NEBRASKA 68508

May 2, 1975

TO: Carl Blank, Marge Marouff, Ed Kelley, Larry Loomis, Ann Masters, Merle Rudebusch

FROM: Elton B. Mendenhall, Director
Julie Boettcher, Research Assistant, Nebraska RCU

SUBJECT: Advisory Meeting for Research Project

The advisory committee meeting for the research project titled, "A Competency Based Program for Preparing Vocational Education Teachers" will meet at 1:30 P.M., Thursday, May 22, 1975 in Room 43 (Conference Room) located in Henzlik Hall at the University of Nebraska-Lincoln.

cc: Mr. Earl Kocher

APPENDIX G

MINUTES OF FIRST SMALL ADVISORY COMMITTEE MEETING

NEBRASKA RESEARCH COORDINATING UNIT
FOR VOCATIONAL EDUCATION
BOX 33, HENZLIK HALL
UNIVERSITY OF NEBRASKA
LINCOLN, NEBRASKA 68508

TO: Carl Blank, C. A. Cromer, Marge Harouff, Ed Kelley, Earl Kocher, Larry Loomis, Ann Masters, Collen Parker, and Merle Rudebusch

FROM: Elton B. Mendenhall, Director
Julie Boettcher, Research Assistant, Nebraska RCU

DATE: May 27, 1975

SUBJECT: Results of Advisory Meeting for Research Project, "A Competency Based Program for Preparing Vocational Education Teachers," May 22, 1975, 1:30 p.m., Henzlik Hall, UNL

The purpose of the advisory meeting was to review, discuss, and recommend procedures for the research project titled, "A Competency Based Program for Preparing Vocational Education Teachers." The following are the results and recommendations of the meeting:

1. To review the intent of the research project. (Identification of minimum requirements common to all vocational teachers beyond the individual teacher training program).

   A. *The project was initiated as the result of a research priority survey.*

   B. *The recommended competencies, standards, or guidelines could be requirements for endorsements rather than course titles.*

   C. *The plan for using the results is to implement the standards into the present guidelines.*

2. To review the progress of the project's activities.

   Earl Kocher reviewed the project's progress and explained procedures for adopting competencies.

3. To make recommendations for the remainder of the project:

   Recommendations:

   A. *Various methods of reviewing the list of competencies should be considered.*

B. Following the meeting with the second advisory group, that both advisory groups meet together and negotiate the minimum competencies or standards that should be included.

C. The final meeting of both groups is to be held in a retreat setting, the location to be identified.

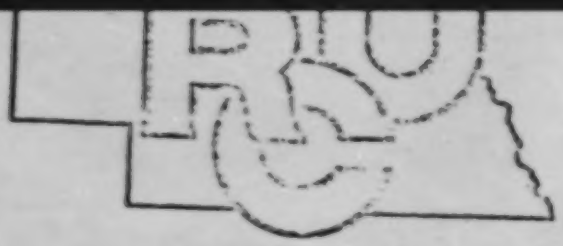
D. A clear identification of the end product is needed before negotiation takes place.

JB:tah

cc: Mr. Glen H. Strain
Dr. Floyd Krubeck

APPENDIX H

ADVISORY MEETING FOR RESEARCH PROJECT
(June 20, 1975)



FOR VOCATIONAL EDUCATION
[illegible] HALL
UNIVERSITY OF NEBRASKA
LINCOLN, NEBRASKA 68503

TO: Richard Bringleson, Carl Clous, Hazel Crain, Neil Edmunds, Steve Eggland, Merlyn Gramberg, Richard Johnston, Ed Kelley, Gary Lund, and Merle Rudebusch

FROM: Elton B. Meudenhall, Director
Julie Boettcher, Research Assistant

DATE: June 3, 1975

SUBJECT: Advisory Meeting for Research Project

The advisory committee meeting for the research project titled, "A Competency Based Program for Preparing Vocational Education Teachers" will meet at 1:30 p.m., Friday, June 20, 1975, in Room 43 (Conference Room) located in Henzlik Hall at the University of Nebraska--Lincoln.

JB:tah

cc: Mr. Earl Kocher

APPENDIX I

LETTER REQUESTING INPUT

KEARNEY STATE COLLEGE

KEARNEY, NEBRASKA

April 30, 1975

Dear Fellow Teacher Educator:

The Research Coordinating Unit has funded a project concerning "A Competency Based Program for Preparing Vocational Education Teachers' at Kearney State College. This is a state wide project funded for the purpose of identifying and localizing common core competencies that are necessary for all vocational teachers. Enclosed is a preliminary draft of clustered competencies compiled from the Cotrell study. We are in the process of trying to identify those competencies necessary for a vocational teacher (pre-service) in Nebraska.

Will you please allow us to utilize your expertise in your curricular area by analyzing these clustered competencies. If you would modify, add to, or delete from this list, it would be very helpful. We need as much of your thinking as we can get concerning these competencies. Feel free to make any constructive criticism you fell is relevant. We are totally open for comments and respectfully request your input. In order that a compilation of your thinking, along with the thoughts of other teacher educators in the state, can be made, time is of the essence.

If it is possible for you to complete your analysis and return it to us within a week, it would be appreciated. If you have questions, please don't hesitate to call.

Sincerely,

Earl Kocher
Project Director
Center for Voc & Tech Ed.

kss

Enc.

APPENDIX J

FOLLOW-UP LETTER TO ADVISORY COMMITTEE MEMBERS

KEARNEY STATE COLLEGE

KEARNEY, NEBRASKA

May 6, 1975

Dear Advisory Committee Member:

It has been sometime since we have had a chance to correspond with you. During the interim period, we have been busy correlating the enclosed list of competencies with various studies from other states.

The enclosed list seems to be representative of the various studies from other states. Our list is a condensed and clustered version of the Cotrell list. However, we are not yet pleased with this list. We feel that some of the competencies are not representative of the cluster they should represent.

Will you please allow us to again utilize your expertise in your curricular area by having you analyze these enclosed cluster competencies. If you would modify, add to, or delete from this list, it will be very helpful. We need as much of your thinking as we can get concerning these competencies. Feel free to make any constructive criticism you feel relevant. We are totally open for comments and respectfully request your input. In order that a compilation of your thinking, along with the thoughts of other teacher educators in the state, can be made, time is of the essence.

If it is possible for you to complete your analysis and return it to us within a week, it would be appreciated. If you have questions, please don't hesitate to call.

Sincerely,

Earl Kocher
Project Director
Center for Voc & Tech Ed.

jsw

Enclosure

APPENDIX K

FOLLOW-UP LETTER TO POST-SECONDARY EDUCATORS

KEARNEY STATE COLLEGE

KEARNEY, NEBRASKA

May 5, 1975

Dear Post-Secondary Educator:

The Research Coordinating Unit has funded a project concerning "A Competency Based Program for Preparing Vocational Education Teachers" at Kearney State College. This is a state wide project funded for the purpose of identifying and localizing common core competencies that are necessary for all vocational teachers. Enclosed is a preliminary draft of clustered competencies compiled from the Cotrell study. We are in the process of trying to identify those competencies necessary for a post-secondary vocational teacher (in-service) in Nebraska.

Will you please allow us to utilize your expertise in your curricular area by having you analyze these clustered competencies. If you would modify, add to, or delete from this list, it would be very helpful. We need as much of your thinking as we can get concerning these competencies. Please feel free to involve your vocational teacher supervisors and instructors in the reviewing and making of suggestions. We are totally open for comments and respectfully request your input.

Sincerely,

Earl Kocher
Project Director
Center for Voc & Tech Ed.

jsw

Enclosure

APPENDIX L

LIST OF CURRENT COMPETENCIES

Light Italic Type indicates suggested changes or comments *(1) essential (2) priority those numbers in ( )'s to the left of the competencies.*

A PLANNING

A-1 The future teacher will demonstrate a complete understanding of the organization and function of steering and advisory committees.

At the completion of this subcluster, the future teacher will be able to:

A-1-1 organize a steering committee to assist in the preplanning activities of a community survey.

(?) A-1-2 involve the steering committee in conducting a community survey.

A-1-3 identify the role and function of the advisory committee.

A-1-4 orient the advisory committee members to their role and function.

A-1-5 obtain information from the advisory committee on ways to improve related instruction and on-the-job training. *curriculum, facilities, and public relations.*

Other: 1. *be aware of possible disadvantages that advisory committees can create if not properly directed (ex.--can become policy making rather than advisory).*
2. *conduct a successful business meeting of a committee.*
3. *understand the role of an effective committee member and function in this role as compared to the chairperson.*
4. *select advisory committee members and obtain their willingness to serve.*
5. *organize the advisory committee.*
6. *know where to find information about organization and function of an advisory committee.*

A-2 The future teacher will be able to write general and performance objectives.

At the completion of this subcluster, the future teacher will be able to: *(total)?*

A-2-1 assist in writing general objectives for the vocational education offering.

A-2-2 write student performance objectives for the vocational education offering.

A-2-3 review general objectives for the vocational education offering.

A-2-4 review student performance objectives developed for the vocational education offering.

A-2-5 sequence student performance objectives for the vocational education offering.

A-2-6 identify the student performance objectives for a lesson.

Other: 1. *write objectives which can be measured.*

A-3 The future teacher will be able to plan the materials which will be needed for instruction.

At the completion of this subcluster, the future teacher will be able to:

A-3-1 obtain textbook, reference, and other instructional materials.

A-3-2 select tools and/or equipment for a lesson.

A-3-3 assemble consumable supplies for instructional purposes.

A-3-4 develop original instructional materials such as individualized related assignment sheets, transparencies, and charts.

A-3-5 involve students in the preparation of instructional materials.

A-3-6 obtain programmed instructional materials.
be familiar with available sources of programmed instructional materials.
Other: 1. *know sources of good available materials*
2. *manage and stock a laboratory - vocational learning experiences.*

A-4 The future teacher will be able to demonstrate the ability to prepare a lesson.

At the completion of this subcluster, the future teacher will be able to:

A-4-1 select teaching techniques for a lesson. *which involve students*

A-4-2 plan the introduction of a lesson.

A-4-3 plan the content of a lesson.

A-4-4 plan the summary of a lesson.

A-4-5 write a lesson plan.

A-4-6 introduce a lesson. *in such a way as to motivate students.*

A-4-7 obtain summary for a lesson. *intent?* (?)

Other:

(2) A-5 The future teacher will be able to demonstrate the ability to prepare a unit. /in instruction

At the completion of this subcluster, the future teacher will be able to:

(?) A-5-1 involve the students in planning a unit.

A-5-2 select student performance objectives for a unit.
prepare student . . .

A-5-3 write content outline for a unit.

simulated classroom

A-5-4 correlate unit content with on-the-job and/or laboratory experiences.

Other:
1. correlate unit content with outside resources, for in-building experiences.
2. select appropriate instructional materials and supplementary materials for the unit.
3. outline student activities for the unit.
4. provide measures for dealing with individual learning differences among students.
5. provide for student evaluation at the conclusion of the unit.

B EVALUATION

B-1 The future teacher will be able to demonstrate the ability to formulate tests.

At the completion of this subcluster, the future teacher will be able to:

(7) B-1-1 formulate essay test items.

B-1-2 formulate true-false test items.

B-1-3 formulate completion test items.

B-1-4 formulate matching test items.

B-1-5 formulate multiple-choice test items.

B-1-6 formulate test items for an oral test.

B-1-7 administer teacher-made tests.

B-1-8 analyze tests for validity.

B-1-9 analyze tests for reliability.

Other: 1. *formulate practical test items.*
2. *formulate criterion-referenced tests*
3. *formulate norm-referenced tests*
4. *evaluate student performance based on class activities rather than during a formal testing period.*
5. *establish a format which is rapid to grade.*

(1) B-2 The future teacher will be able to evaluate student performance.

At the completion of this subcluster, the future teacher will be able to:

B-2-1 select methods of evaluating student performance throughout a unit.

B-2-2 select methods of evaluating students' attainment of specific student performance objectives.

B-2-3 establish criteria for student performance.

B-2-4 formulate a system of grading consistent with school policy.

B-2-5 appraise students' products according to occupational performance standards.

B-2-6 appraise students' performance in relation to student performance objectives.

B-2-7 evaluate individualized assignments completed under directed study.

B-2-8 devise self-evaluation techniques for use by students.

func to

B-2-9 arrange for students to evaluate their own progress.
provide necessary forms or materials for students . . .

B-2-10 engage in cooperative evaluation of achievement with students.

B-2-11 determine students' grades based on related instruction and laboratory or on-the-job experience.

B-2-12 devise laboratory performance tests.

B-2-13 devise laboratory performance rating sheets.

B-2-14 evaluate the student-learner's work qualities and habits on the job.

Other: 1. *evaluate the student-learner's work qualities and habits in lab situations.*

(2) B-3 The future teacher will be able to evaluate the program and the instruction.

At the completion of this subcluster, the future teacher will be able to:

B-3-1 assess the relevancy of the vocational education offerings.

B-3-2 interpret students' evaluation of instruction.

B-3-3 review student progress and/or achievement records to assess affectiveness of instruction. *and be knowledgeable of confidentiality laws*

B-3-4 involve students in formulating the procedures for their participation in the evaluation of instruction.

B-3-5 employ self-evaluation of instruction.

Other: 1. *use advisory committee to evaluate the program.*
2. *use follow-up of students to evaluate the program.*
3. *assess relevancy of on-the-job work experience activities.*

C INSTRUCTION

(Z) C-1 The future teacher will be able to prepare instructional materials using duplication and reproduction processes.

At the completion of this subcluster, the future teacher will be able to:

C-1-1 prepare instructional materials with a spirit duplicator.

C-1-2 prepare instructional materials with a stencil duplicator.

C-1-3 prepare instructional materials (hard copy and transparency) with a photocopier.

Other: 1. *use a secretary*

(Z) C-2 The future teacher will be able to demonstrate the ability to direct student learning in a variety of ways.

At the completion of this subcluster, the future teacher will be able to:

C-2-1 direct students in gathering information from sources in the community.

C-2-2 direct student presentations.

C-2-3 direct students in instructing other students,

C-2-4 direct student study of textbooks, bulletins, and pamphlets.

C-2-5 direct simulation techniques.

C-2-6 direct student laboratory experience.

C-2-7 direct students in preparing laboratory work or job plans.

C-2-8 guide student progress through the use of operation and/or job sheets.

C-2-9 direct student study of information and assignment sheets.

C-2-10 direct students in applying problem-solving techniques.

Other: 1. *direct students in small group activities.*
2. *direct students in individualized or independent study.*
3. *be inventive to develop new ways to direct student learning.*

(2) C-3 The future teacher will be able to employ special techniques for the exceptional child.

At the completion of this subcluster, the future teacher will be able to:

(?) C-3-1 reinforce learning. *applies to all students*

C-3-2 employ reward techniques.

C-3-3 enrich instruction to challenge the abilities of the more capable student.

C-3-4 provide remedial work for slow learners.
provide instructional materials to meet the needs of the slow learners.

C-3-5 establish frames of reference to enable the students to understand a situation from several points of view.

Other: 1. *evidences skill in identification of learning disabilities and in making referrals to available diagnostic and remedial agencies.*
2. *utilize other resource personnel for particular students with learning disabilities.*
3. *provide special instruction to motivate the exceptional student.*
4. *know where to secure help when working with specific student handicaps.*

(1) C-4 The future teacher will be able to demonstrate the ability to conduct group learning situations.

At the completion of this subcluster, the future teacher will be able to:

C-4-1 conduct field trips.

(?) C-4-2 conduct symposiums.

C-4-3 conduct brainstorming sessions.

C-4-4 lead group discussions.

C-4-5 conduct panel discussions.

C-4-6 conduct buzz groups.

C-4-7 conduct group supervised study.

C-4-8 employ role-playing techniques.

Other: 1. *conduct problem-solving sessions.*
2. *invent appropriate ones geared to student needs and level.*

(I) C-5 The future teacher will be able to maintain a laboratory and the equipment.

At the completion of this subcluster, the future teacher will be able to:

C-5-1 control heat, light, ventilation in vocational laboratories and classrooms.

seems that C-5-2 arrange laboratory work areas and storage space to facilitate student
this should also work performance.
be something the teacher should teach students.

C-5-3 arrange layout of the vocational laboratory to simulate the occupational environment.

C-5-4 schedule laboratory equipment for maximum utilization by students.

C-5-5 implement student check-out procedures for tools, supplies, and equipment used in the laboratory.

C-5-6 arrange for the storage and security of supplies and equipment.

guide */developing*
C-5-7 direct students in a system for cleaning and maintaining the laboratory.

C-5-8 establish a system for repairing and servicing tools and equipment in the laboratory.

Other: 1. *know where to get professional assistance for planning and maintaining a laboratory.*

(I) C-6 The future teacher will be able to demonstrate the ability to present information through many differing types of instruction.

At the completion of this subcluster, the future teacher will be able to:

C-6-1 present information with an overhead projector.

C-6-2 present information with an opaque projector.

C-6-3 present information with slides.

C-6-4 present information with sound motion pictures.

C-6-5 present information with filmstrips.

C-6-6 present information with single concept films.

C-6-7 present information with an audio recorder.

C-6-8 present information with a video recorder or closed circuit TV.

C-6-9 present information with a tele-lecture.

C-6-10 present information with a record player.

C-6-11 present information with educational TV. (?)

C-6-12 present information by computer-assisted instruction.

C-6-13 present information with the aid of a flannel board.

ow priority C-6-14 present information with the aid of a flip chart.

C-6-15 present information with the aid of a chalkboard.

C-6-16 present information with bulletin boards.

C-6-17 present information with exhibits.

C-6-18 illustrate with models and real objects.

C-6-19 devise case study problems.

C-6-20 present information through case study problems.

C-6-21 present information by the project method.

(?) C-6-22 demonstrate a manipulative skill.

C-6-23 present a concept or principle through a demonstration.

C-6-24 give a lecture.

C-6-25 give an illustrated talk.

C-6-26 present information with analogies.

C-6-27 present information by use of individualized instruction.

C-6-28 give an assignment. *that is clearly understood by all students.*

C-6-29 present information with the assistance of a resource person.

C-6-30 present information through team teaching.

(?) C-6-31 direct teaching-machine programmed instruction.

C-6-32 direct written programmed instruction.

Other:
1. *employ oral questioning techniques.*
2. *demonstrate acceptable procedures for use of audio-visual materials (set and closure)*
3. *lab*

(2) D-1 The future teacher will be able to conduct a community survey.

At the completion of this subcluster, the future teacher will be able to: *demonstrate methods of obtaining administrative . . .*

D-1-1 obtain administrative approval for conducting a community survey.

D-1-2 adapt existing community survey materials to local needs. *or develop original materials to meet local needs.*

(?) D-1-3 persuade labor representatives to participate in a community survey. (?)

(?) D-1-4 establish communication with employer representatives who will be involved in a community survey.

D-1-5 devise a plan of activities for the survey staff to follow in conducting a community survey. (?)

D-1-6 publicize the purposes and objectives of a community survey.

Other: 1. *tabulate, analyze, and utilize information received from the community survey.*

(2) D-2 The future teacher will be able to conduct an occupational survey.

At the completion of this subcluster, the future teacher will be able to:

D-2-1 consult the local office of the U.S. Employment Service to obtain information on manpower trends and needs.

D-2-2 collect occupational data from employers to identify vocational education needs.

D-2-3 analyze occupations with the assistance of employers and labor representatives.

Other: 1. *future teacher needs to be able to develop appropriate survey instruments for obtaining this data.*
2. *give instruction on use of "Help Wanted Ad" and employment agencies.*

(1) D-3 The future teacher will be able to prepare a budget.

At the completion of this subcluster, the future teacher will be able to:

(?) D-3-1 prepare a capital outlay budget proposal for new equipment. *and materials.*

D-3-2 plan an operating budget proposal for consumable supplies, services, and instructional materials.

D-3-3 prepare a budget for estimating travel expenses incurred in vocational activities.

D-3-4 prepare purchase requests for approved vocational equipment and supplies.

D-3-5 design a procedure for acquiring needed consumable supplies and materials.

Other: *1. design a procedure for accounting of expenditures.*
2. determine needs of program and establish priorities.
3. understand the need for bids.

(2) D-4 The future teacher will understand the importance of maintaining good relations with local unions.

At the completion of this subcluster, the future teacher will be able to:

(7) D-4-1 arrange with a union to make contract provisions for student-learners.

Other: *1. arrange an open line of communications between instructor and unions.*

(1) D-5 The future teacher will be able to apply proper safety procedures.

At the completion of this subcluster, the future teacher will be able to:

D-5-1 provide approved safety apparel and devices for vocational students assigned to hazardous equipment.

D-5-2 establish a procedure for attending to the first aid needs of vocational students.

D-5-3 maintain a record of safety instruction presented in compliance with safety laws and regulations.

D-5-4 assess safety provisions of the facilities and equipment of the prospective training station.

D-5-5 develop a procedure to insure student's safety and protection in the training station.

Other: *1. maintain continued up-dating on applicable federal, state, and local safety laws and regulations.*
2. know about local legislation affecting a teacher's role.

(2) D-6 The future teacher will be able to employ the process involved in selecting and establishing training stations.

At the completion of this subcluster, the future teacher will be able to:

D-6-1 establish criteria for evaluating the training station potential of a business or industry.

D-6-2 identify prospective cooperating employers to provide on-the-job training stations.

D-6-3 assess educational adequacy of the prospective training station's facilities and equipment.

D-6-4 convince an employer to provide a training station for cooperative vocational education.

D-6-5 develop a training agreement between student-learner, parent, school, and cooperating employer.

D-6-6 assist the cooperating employer in verifying the legality of employing a student-learner in a hazardous occupation.
delete hazardous--i.e. child care isn't hazardous, but legality is important.

D-6-7 assist the cooperating employer in obtaining information concerning federal and state wage and hour classifications.

D-6-8 maintain good working relationships with training station personnel.

Other:

(1) D-7 The future teacher will be able to employ the processes involved in selecting and assisting on-the-job instruction.

At the completion of this subcluster, the future teacher will be able to:

D-7-1 establish criteria to evaluate qualifications of prospective on-the-job instructors.

D-7-2 assess training capability of the on-the-job instructor of the prospective training station.

D-7-3 develop a systematic training plan with the cooperating employer and/or the on-the-job instructor.

D-7-4 encourage the on-the-job instructor to follow the training plan in providing experiences for the student-learner.

D-7-5 assess the student-learner's performance with the assistance of the on-the-job instructor.

D-7-6 obtain suggestions from the on-the-job instructor to guide the selection of learning for school instruction.

D-7-7 assist the on-the-job instructor with development of teaching techniques during supervisory visits to the training station.

Other: 1. *cooperate with employer in arranging on-the-job instructor's compensation so his earning power will not be decreased by his responsibility to work with the student (as would be the case with someone ordinarily working on straight commission).*

E PUBLIC AND HUMAN RELATIONS

E-1 The future teacher will be able to demonstrate the ability to present information to the school and community in a variety of ways.

At the completion of this subcluster, the future teacher will be able to:

E-1-1 speak to school and community groups about the vocational education program.

E-1-2 provide brochures to inform the school and community about the vocational program.

E-1-3 provide displays in the school and community about the vocational education program.

E-1-4 prepare news releases and manuscripts on activities of the vocational education program for newspapers and other periodicals.

E-1-5 present activities of the vocational education program on radio.

E-1-6 conduct an open house to familiarize members of the school and community with activities of the vocational education program.

E-1-7 direct student presentations describing activities of the vocational education program.

Other:

(1) E-2 The future teacher will be able to develop good relations with the school and the community.

At the completion of this subcluster, the future teacher will be able to:

E-2-1 sponsor student-parent activities for the vocational education program.

E-2-2 obtain information from parents relative to their expectations of the vocational education program.

E-2-3 assist with community business and industry sponsored activities.

E-2-4 obtain informal feedback on the vocational education program.

E-2-5 sponsor an employer-employee appreciation effort.

E-2-6 maintain good relations with other schools.

Other: 1. Be able to listen to citizens' views.

F CURRICULUM

(2) F-1 The future teacher will be able to demonstrate the knowledge of proper procedures for selection and placement of student-learners.

At the completion of this subcluster, the future teacher will be able to:

F-1-1 establish criteria for selection of student-learners.

F-1-2 identify a prospective student-learner on the basis of selection criteria and data.

F-1-3 provide prospective student-learners with resource materials on occupational opportunities.

F-1-4 match a student-learner's unique characteristic with an appropriate training station. *subject to on-the-job instructor's final approval.*

F-1-5 prepare the student-learner for an interview with the cooperating employer and training station personnel.

F-1-6 arrange school and work schedules with student-learners and school and employing personnel.

F-1-7 assist the student-learner in on-the-job training orientation.

F-1-8 develop a plan for supervision of on-the-job training.

F-1-9 assess the on-the-job experience daily reports with the student-learner to plan future instruction.

F-1-10 evaluate the student-learner's personal traits and characteristics on the job.

F-1-11 check the student-learner's progress with the on-the-job instructor and other training station personnel.

F-1-12 assist the student-learner in the solution of problems related to on-the-job training.

Other:

(2) F-2 The future teacher will be able to develop understanding of a student's interests and background.

At the completion of this subcluster, the future teacher will be able to:

F-2-1 determine student needs and interests.

F-2-1 [illegible] students' background and environment.

F-2-3 conduct home visits.

F-2-4 encourage students to discuss career aspirations.

F-2-5 assemble information for case study reports.

F-2-6 interpret occupational tests and inventories to students.

F-2-7 confer with the student and his parents regarding his educational development.

F-2-8 work with other teachers to help students with individual concerns.

Other: 1. work with guidance counselor in a cooperative effort to effectively achieve vocational guidance.

(I) F-3 The future teacher will be able to present and interpret occupational information.

At the completion of this subcluster, the future teacher will be able to:

F-3-1 present information to students on occupational opportunities.

F-3-2 present information to students on advanced training and educational opportunities available to them.

F-3-3 refer students to qualified persons for occupational and educational information.

F-3-4 examine the student-learner's progress reports to determine future on-the-job training experiences and related instruction.

F-3-5 assist students in determining ways to best describe their salable skills.

F-3-6 write letters of recommendation for students.

F-3-7 assist graduating students in preparing for interviews with potential employers.

F-3-8 assist students in securing and completing applications for jobs, scholarships, educational loans, or college admission.

F-3-9 analyze continual follow-up information on the placement, employment, and training status of each graduate of the vocational education program.

Other: 1. assist students in developing effective application letters and personal data sheets.
2. help student become familiar with various sources for locating possible employment.
3. enable the student to be a realistic evaluator of his capabilities.
4. write reliable and beneficial letters of recommendation for students.

(1) F-4 The future teacher will be able to maintain good behavior with the students.

At the completion of this subcluster, the future teacher will be able to:

F-4-1 maintain an open door policy for student consultation.

F-4-2 develop constructive working relationships among students.

F-4-3 demonstrate personal concern for the student and his family.

F-4-4 conduct a conference with a student.
conduct conferences with students.

F-4-5 conduct group conferences.

Other: 1. relate to others honestly and ethically, including minorities.
2. communicate with students effectively emphasizing such concepts as career education and work clarification.

(2) F-5 The future teacher will be able to control student behavior.

At the completion of this subcluster, the future teacher will be able to:

F-5-1 uphold school standards of expected student behavior.

F-5-2 formulate with students acceptable standards of behavior in vocational classrooms and laboratories.

F-5-3 uphold acceptable standards of student behavior in vocational classrooms and laboratories.

F-5-4 carry out approved disciplinary action when warranted.

F-5-5 control outbursts of fighting and aggressive behavior.

F-5-6 demonstrate a regard for and an interest in students as individuals.

F-5-7 recognize potential problems of students.

F-5-8 assist students in developing good study habits.

F-5-9 encourage students to exercise self-discipline.

Other: 1. survey out due-process in all disciplinary situations.
2. to so motivate and keep students involved that discipline is not a problem.

C YOUTH ORGANIZATIONS

(1) C-1 The future teacher will be able to demonstrate the ability to organize youth organizations.

At the completion of this subcluster, the future teacher will be able to:

C-1-1 obtain approval from the school administration for establishing the student vocational organization.

C-1-2 contact state department personnel regarding the steps to be followed in organizing a student vocational organization.

C-1-3 acquaint prospective members and their parents with the purposes, activities, and values of the student vocational organization.

C-1-4 organize a student committee to assess student interest in joining a student vocational organization.

C-1-5 conduct an organizational meeting for a student vocational organization.

C-1-6 assist in the development of a constitution and by-laws for the student vocational organization.

Other: 1. assist with continued growth and development of the student organization.
2. know sources for help in conducting a student organization program.

(2) C-2 The future teacher will be able to demonstrate the ability to assist with the financial affairs of youth organizations.

At the completion of this subcluster, the future teacher will be able to:

C-2-1 assist students with the financial management of the student vocational organization.

C-2-2 assist in planning and organizing fund-raising activities for the student vocational organization.

Other:

(3) C-3 The future teacher will be able to demonstrate leadership ability to members of the youth organization.

At the completion of this subcluster, the future teacher will be able to:

C-3-1 assist in the election and installation of officers of the student vocational organization.

G-3-2 conduct a leadership training session for the officers of the student vocational organization.

G-3-3 assist students in advancing within the available degrees in the student vocational organization.

G-3-4 involve elected chapter parents in the activities of the student (7) vocational organization.

Other:

(7) G-4 The future teacher will be able to demonstrate knowledge of local, state and national literature related to youth organizations.

At the completion of this subcluster, the future teacher will be able to:

G-4-1 maintain a file of publications available for the student vocational organization.

G-4-2 supervise the development of an annual handbook for the student vocational organization.

G-4-3 supervise the development of a chapter scrapbook for the student vocational organization.

Other: 1. utilize publications from the vocational student organization as teaching resources.

(7) G-5 The future teacher will be able to comprehend the affiliation and network design of State and National Youth Organizations.

At the completion of this subcluster, the future teacher will be able to:

G-5-1 affiliate the student vocational organization with the state and national vocational organizations.

G-5-2 assist in the preparation of state and national reports for the student vocational organization.

G-5-3 send student representatives to district, state, regional, and national student vocational organization activities.

G-5-4 participate in district, state, regional, and national activities of the student vocational organization.

Other: 1. prepare for publication of helpful materials at state and national levels.

(?) G-6 The future teacher will be able to demonstrate an ability to assist with State and National contests.

At the completion of this subcluster, the future teacher will be able to:

G-6-1 provide advice for student entries in state and national student vocational organization contests.

G-6-2 assist in the development of rules and procedures for conducting district, state, regional, and national student vocational organization contests.

G-6-3 serve as an advisor or judge for district, state, regional, and national student vocational organization contests.

Other: 1. *help organize co-curricular learning and money-making activities which make the organization an integral part of the curriculum.*

H PROFESSIONAL ROLE

H-1 The future teacher will be able to recognize the importance of professional growth.

At the completion of this subcluster, the future teacher will be able to:

H-1-1 promote the attainment of the goals of the teaching profession.

H-1-2 express a personal professional philosophy consistent with the goals of the teaching profession.

H-1-3 express a personal professional philosophy consistent with the goals of vocational education.

H-1-4 maintain the ethical standards expected of a professional educator.

H-1-5 exchange observational visits, innovations, and ideas with others in the profession.

H-1-6 support professional organizations through membership and attendance at meetings.

Other: 1. conduct research applicable to vocational education.

Other comments on specific items

Instead of saying "he will", it might say "will demonstrate the use procedure for" or "will present his method of accomplishing and justifying method."

D-6-3 Another caution that this isn't interpreted as meaning "ideal" situations. Some of the best learning can come from those situations where the student must learn to improvise.

F-6 Add another section where future teacher will assist students in learning to handle matters of personal finance, cost of living, finding suitable housing arrangements, handling charge accounts, insurance matters, etc.

A-1 How could you test for these?

A-3-5 trivial - - - - outdated quickly.

B-1-8 and B-1-9 These two items sound good but are undoubtedly impractical in reality.

B-2-8 and B-2-9 are the same.

C-2 Feel a word such as "guide" or "promote" would be a better choice than "direct".

C-3-1 and C-3-2 applies to all students.

C Should something be included as to using subject matter as an information vehicle and a means of improving reading skills?

D Should there be something about judiciously accepting legal responsibility and liability in school experiences?

C-5-2 Seems that this should also be something the teacher should teach students.

C-6-12 Perhaps of less value than some because of limited availability in most school systems.

C-6-13 Less practical than many other methods of presenting information.

C-6-16 and through C-6-17 Low Priority.

D-6-4 Delete "hazardous"--i.e. child care isn't hazardous, but legality is important.

D-7-7 [illegible] on-the-job instructor regardless of the person's feelings.

E Inservice?

E-1 All of these are not needed every year, but a variety to use over several years is helpful.

E-2 Feel these are essential qualities but question the availability of situations in which a future teacher could demonstrate these competencies.

F-2-3 and F-2-4 Not always necessary.

F-5-4 and F-5-5 Same.

F-5 Perhaps something on demonstrating ability to use basic behavior modification procedures in dealing with undesirable behavior patterns in classroom and extracurricular situations.

G-3-3 "degrees" outdated

G-3-3 Not applicable to most vocational student organizations.

G-3-4 Is this a goal of organizations "to actively involve parents and students".

G-3-4 To assist students in doing--not do as teacher.

G-4-3 Not a learning activity.

G-5 Nice but not necessary to fulfill all of these. The local activities should not be overshadowed by state and national activities.

G-6 OMIT.

G-6 Not applicable to all vocational student organizations.

SUGGESTED DELETIONS

A-1-1 C-C-24

A-1-2 D-4-1

A-1-3 D-C-4

A-2-2 F-5-5

C-C-9 G-C-3

C-C-12

APPENDIX M

QUARTERLY REPORTS

A COMPETENCY BASED PROGRAM FOR PREPARING VOCATIONAL EDUCATION TEACHERS

1st Quarterly Report

Project Director
Earl Kocher

January 1, 1975 to March 31, 1975

KEARNEY STATE COLLEGE
Kearney, Nebraska

QUARTERLY PROGRESS REPORT

VOCATIONAL EDUCATION DEVELOPMENTAL RESEARCH PROJECT

Quarterly Report #1

Period Covered by this Report January 1, 1975 to April 1, 1975

Contract Grantee: Kearney State College, Kearney, Nebraska

Title of Project: A Competency-Based Program for Preparing Vocational Education Teachers

Project Director: Earl Kocher

Project Grantee Representative: Earl E. Rademacher

J. Dean McClellan

Project Initiator
(Signature)

Earl Kocher

Project Director
(Signature)

Earl E. Rademacher

Contract Grantee Representative
(Signature)

Date Submitted: March 31, 1975

OUTLINE GUIDE FOR QUARTERLY PROGRESS REPORT

VOCATIONAL EDUCATION RESEARCH PROGRAMS AND PROJECTS

Quarterly Report #1

Period covered by this Report January 1, 1975 to April 1, 1975

CONTRACT GRANTEE Kearney State College

Title of Project A Competency-Based Program for Preparing Vocational Education Teachers

Name of Project Director Earl Kocher

I Staff utilization: (List all personnel assigned and the percentage of time devoted to the Project) (Also indicate personal services expenditures under the Project)

II Major activities and accomplishments during this period. (Support with statistical data where appropriate)

III Activities and events planned for the next reporting period.

IV Problems encountered and extent of seriousness which have caused deviation from your chronological schedule.

V Dissemination activities: (Enclose clippings and list other activites such as Radio, TV, special presentations, etc.)

VI Budget Request Form:

Project Initiator (Signature)

Project Director (Signature)

Contract Grantee Representative:

Date Submitted: March 31, 1975

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Appendices

A. Copy of Competencies

B. Letter to the Advisory Committee

C. PERT Chart

D. Milestone Chart

E. Letter to CBE, RCU, and State Departments of Education

I. STAFF UTILIZATION

January 1 to April 1, 1975

1. Earl Kocher, Director
   100% time on project

2. Colleen Parker, Graduate Research Assistant
   ½ time, 100% time on project (20 hours per week)

3. Kathy Simonson, Secretary
   full time, 100% time on project (40 hours per week)

Project duration - January through August, 1975

II. MAJOR ACTIVITIES AND ACCOMPLISHMENTS

A meeting was held with Merle Rudebusch and Elton Mendenhall at the State Department of Vocational Education to determine the magnitude of the project. As a result of that meeting, an addendum was written to the original proposal with the intent of accomplishing the following purposes: (1) to identify those competencies common to all vocational teachers in Nebraska, and (2) to receive agreement from all parties concerned as to those competencies.

After approval was received from the Research Coordinating Unit for the project, a meeting was held with the teacher education staff at Kearney State College to explain the purpose of the project to them. Additional orientation meetings were held for other Kearney State College staff members to explain the purpose and intent of the project.

In a meeting with the "AD HOC Committee for Review and Revision of the Nebraska State Plan for Vocational Education", it was determined that the committee was in the process of selecting competencies for teachers in post-secondary teacher education. It was agreed that as a spin-off of this project, the secondary competencies could be identified.

The project director visited the following Universities to evaluate their approach to competency-based teacher education and to gather various lists of competencies: University of Missouri, University of Illinois, Wayne State University, and Ohio State University.

An advisory committee consisting of educational leaders throughout the state of Nebraska was assembled at Kearney State College on February 14, 1975, to identify a Nebraska list of competencies. The Cotrell list of competencies was used as the primary basis for selection of competencies.

As a result of the advisory committee meeting, a list of competencies was identified and compiled. These competencies were resubmitted in a letter to each advisory committee member for his or her response. Those responses are still pending.

A PERT chart and Milestone chart were completed, listing a sequence of the major events to be performed throughout the project. Letters were written to all of the fifty state departments of education, Research Coordinating Units, and CBE Centers requesting material concerning CBVTE.

III. ACTIVITIES AND EVENTS PLANNED

(A) As soon as the responses from the summary of the advisory committee meeting are returned to our office, they will be tabulated.

(B) A survey will be sent to Nebraska secondary and post-secondary schools selected at random.

(C) A tabulation of the survey will be sent to the advisory committee members. A tentative final advisory committee meeting is planned.

(D) The PERT Chart lists other activities and events planned.

IV. PROBLEMS ENCOUNTERED

(A) Any time a person must rely upon the mail service for responses from an advisory group, a time interval must be allowed. This seems to be our major problem.

(B) By asking educational leaders to serve on an advisory committee, it became rather difficult to find one time when all of them could be available.

(C) As a result of having educational leaders who are used to making decisions that require much thought, it was difficult to reach a consensus on a list of competencies from this group.

V. DISSEMINATION ACTIVITIES

We were very fortunate to receive coverage from the local television stations, radio stations, and newspapers concerning our project. The following pages are examples of some of the coverage we have received.

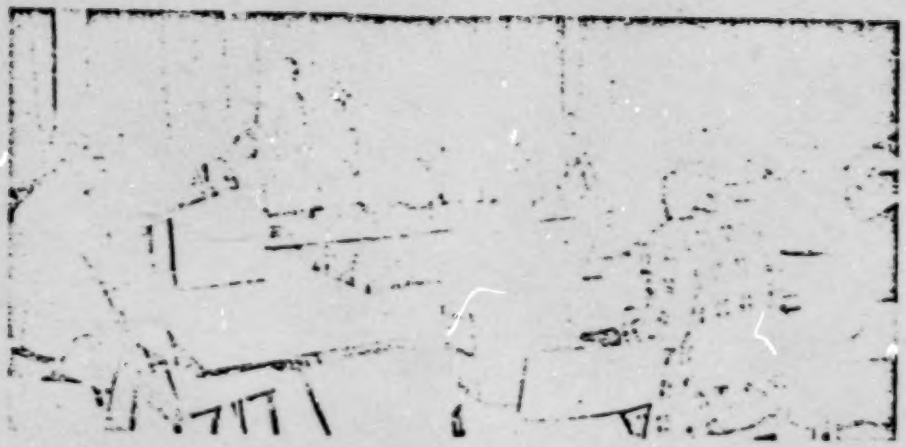
Teacher Education Project At Vocational Center

The center for Vocational Education has a new project designed to improve teacher competency in all areas of vocational education. Dr. Dean McClellan and Earl Kocher of the Kearney State College Vocational Education department announced the new project at a press conference Monday morning.

Mr. Kocher is the project director, and said the purpose of the project is to develop uniformity in teacher education programs and prevent duplication in teaching areas.

In a list handed out at the conference, the project objectives were stated, which include identifying those competencies which are common to all vocational education teachers in Nebraska, location of areas which encompass those competencies, develop necessary modules, design delivery systems into curriculums at KSC, field test the strategy at KSC, evaluate results and redesign the strategy based on the evaluation.

Presently the project is incorporated only at KSC, but Dr. McClellan said he hopes it will become a state-wide project.



Teachers and administrators from post-secondary schools in Nebraska and representatives from the Nebraska Board of Education gathered on the Kearney State College campus Friday to discuss guidelines of competency program for vocational education majors in order to standardize the vocational education in the state.

In the afternoon they divided into small groups and discussed a set of guidelines prepared by Dr. Earl Kocher of the Kearney State College vocational education department. (Hub Photo)

o your work study allocation and have adequate funds in your udget, please contact the Financial Aids Office. We have had many inquiries about jobs on campus and feel a real need exists," said ary Curry, Director of Financial Aids.

Center For Small Business to Sponsor Two Events

America Agribusiness Congress will be held March 25-26, 1975, t arney Ramada Inn. About 200 Agribusiness related organizaions will meet to formulate agribusiness policy. The Center For mall Business, aided by the KSC Foundation, is to sponsor two events: A KSC Regional Women's Festival, April 12, on the KSC ampus will contain a broad selection of about 20 1-hour programs ll day Saturday. On April 21, an Estate Planning Seminar will onducted on the KSC campus. The seminar is a comprehensive view of the rational and mechanics of estate planning.

Library Privileges Extended

At a recent meeting of all the Library Directors in the state of Nebraska (35) the group moved to extend reciprocal check-out rivileges to faculty of all campuses in the state. In other words, KSC aculty may borrow materials from UNL or UNO by simply presenting a KSC faculty card, and visa versa.

Center for Vocational and Technical Education Funds Project

The Research Coordinating Unit has funded a project concerning "A Contemporary Based Program for Preparing Vocational Education Teachers" at Kearney State College. This is a state-wide project. It s divided into three phases: Phase I encompasses identifying, locating and localizing common core competencies that are necessary for all vocational teachers. The interdisciplinary service areas of Technical Education, Distributive Education, Home Economics Education, and Business and Office Education will be utilized. The project will be piloted at KSC by the Vocational Teacher Educators in each of the service areas. They are Dr. James A. Miller, Cheryl Fedje, Dr. Sam Reno, Lyle Colsden, and Shirley Houston. The project is housed at Kearney State College. Earl Kocher will serve as project director, Mrs. Colleen Parker will serve as research assistant, and Kathy Simonson is the project secretary.

lis Roberts Conducts Tour

The Kearney State College Department of Geography is sponsoring n eight-day excursion to Spain, North Africa and Costa del Sol March 20-28. Individuals may receive college credit for the trip; however, no class attendance will be required. Those wishing to take the trip for college credit should make arrangements with Steele Becker, associate professor of geography. Becker and Phyllis Roberts, associate professor of Foreign Languages, are co-directors for the trip.

International Studies Plan Tour

For the fourth year, KSC will provide the opportunity for study abroad. The International Studies Institute will depart Kearney May 19, 1975, for study centers in London and vicinity, and Paris and vicinity. While in London, students, depending upon interests, will study at the British Museum, Bank of England, Tate Gallery, Westminster, to name but several interest points before departing for several days to Windsor, Eton, Oxford, and Stratford. Leaving Stratford, the group will travel to Stonehenge, Salisbury, Winchester, and on to Ramsgate to cross the channel by hovercraft to France. Several days will be spent in the historic north of France on the way to Paris. During the stay in Paris, students will visit both Fountainbleau and Versailles as well as the Louvre and other such points of interest. The institute, lasting three weeks and offering three hours in either graduate or undergraduate credit in Humanities, Natural and Social Science, Business and Technology, and Education, will return to Kearney on June 9, 1975. Further information may be obtained from Dr. Harland L. Hoffman, director, or Dr. Helen Stauffer, assistant director.

olorado River-Grand Canyon Field Study

May 12-27, 1975. For the fourth year, the Department of Geography is offering a two-week field study through Colorado, Utah and Arizona which includes a 6-day raft trip of 180 miles through the Grand Canyon on the Colorado River. The trip is under the direction of Stan Dart, assistant professor of geography.

Eckloff Receives Degree

Maurine Eckloff completed her orals Dec. 20, 1974, for a Ph.D. in Speech Communication at the University of Nebraska.

Support Staff Changes

New Support Staff Members:
Lynne Brandt – campus security officer
Earl Lund – Custodian Bruner Hall of Science
JoAnn Neutzman – Secretary Office of the Vice President for Academic Affairs
Nolan Hatcher – Custodian Mantor Hall
Norrine Schutz – Posting Machine Operator Business Office

Resignations:
Lynda Langmacher – History and Geography Depts. – working in Colorado.
Debra Onate – Dean of the School of Fine Arts and Humanities – moving to Calif.
Margaret Fairbairn – Secretary for Allied Health at V.A. Hospital in G.I.
Lewis Lockwood – Custodian Bruner Hall of Science – retiring – worked at KSC for three years.
Maureen Easton – Campus Security – resigned to join Kearney Police Dept.
Mona Rae Worta – Secretary, Vice President for Academic Affairs – working at Rockwell.
Paula Moomey – Library – husband graduated and moved to Central City, NE.

Leave of Absence:
Linda Tincher – Library – Christmas baby!
Beverly Kercher – Student Teaching and Ed. Administration – New Year's Baby!

Temporary Assignments:
Theresa Guthrie – temporarily replacing Bev Kercher in Student Teaching and Ed. Administration – However is now in biology.
Linda Fattig – working temporarily in history and geography.
Kathy Kyees – working temporarily in Student Teaching and Ed. Administration.

Promotions:
Rene Schwabauer – formerly in biology and research services is now working as secretary to the Dean of the School of Fine Arts and Humanities.

Personnel Concerns

Question:
Each month the Statehouse Observer presents articles about benefit programs different from those at KSC. Why is that?
Answer:
The State College System uses only the State Personnel Salary and classification plan. However, the four state colleges operate under the Board of Trustees and their personnel policies apply to KSC.
Question:
Are there differences between the benefit programs for Support Staff?
Answer:
The health plan (Blue Cross/Blue Shield) life insurance, Social Security, disability, and retirement plans are the same for both groups. Only in the TIAA-CREF Retirement Plans is there a difference in features: Support Staff people contribute 4½% in salary, need to have been employed two years with KSC and need to be 30 years of age for eligibility. The faculty percentage is 6% with immediate eligibility. Your questions will be answered. Just write or telephone the Support Staff Office.

Third Federal Hold Elections

The Third Federal Credit Union held its 8th annual meeting Jan. 30. In all, 130 people attended the "Make Your Own Sundae" party. Reports were given by the Board of Directors, Treasurer and Supervisory Committee and Elections. The Credit Union has grown to 760 members with assets of $695,000. Elected to the Board of Directors were Jim Dobberstein, Lola Wilmot and Charles Pickens. Marietta Sims and Roger Albin were elected to the Credit Committee.

A COMPETENCY BASED PROGRAM FOR PREPARING VOCATIONAL EDUCATION TEACHERS

2nd Quarterly Report

Project Director
Earl Kocher

April 1, 1975 to June 30, 1975

KEARNEY STATE COLLEGE
Kearney, Nebraska

QUARTERLY PROGRESS REPORT

VOCATIONAL EDUCATION DEVELOPMENTAL RESEARCH PROJECT

Quarterly Report #2

Period Covered by this Report April 1, 1975 to June 30, 1975

Contract Grantee: Kearney State College, Kearney, Nebraska

Title of Project: A Competency-Based Program for Preparing Vocational Education Teachers

Project Director: Earl Kocher

Project Grantee Representative: Earl E. Rademacher

Floyd Hruska
Project Initiator
(Signature)

Earl Kocher
Project Director
(Signature)

Earl E. Rademacher
Contract Grantee Representative
(Signature)

Date Submitted: _____

OUTLINE GUIDE FOR QUARTERLY PROGRESS REPORT

VOCATIONAL EDUCATION RESEARCH PROGRAMS AND PROJECTS

Quarterly Report #2

Period covered by this Report April 1, 1975 to June 30, 1975

CONTRACT GRANTEE Kearney State College

Title of Project A Competency-Based Program for Preparing Vocational Education Teachers

Name of Project Director Earl Kocher

I Staff utilization: (List all personnel assigned and the percentage of time devoted to the Project) (Also indicate personal services expenditures under the Project)

II Major activities and accomplishments during this period. (Support with statistical data where appropriate)

III Activities and events planned for the next reporting period.

IV Problems encountered and extent of seriousness which have caused deviation from your chronological schedule.

V Dissemination activities: (Enclose clippings and list other activities such as Radio, TV, special presentations, etc.)

VI Budget Request Form:

Floyd Kruckeberg
Project Initiator (Signature)

Earl Kocher
Project Director (Signature)

Contract Grantee Representative: Earl E. Rasmussen

Date Submitted:

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Appendices

A. Advisory Meeting for Research Project (May 22, 1975)

B. Minutes of First Small Advisory Committee Meeting

C. Advisory Meeting for Research Project (June 20, 1975)

D. Letter Requesting Input

E. Follow-Up Letter to Advisory Committee Member

F. Follow-Up Letter to Post-Secondary Educators

G. List of Current Competencies

I. STAFF UTILIZATION

April 1, 1975 to June 30, 1975

1. Earl Kocher, Director
   100% time on project

2. Colleen Parker, Graduate Research Assistant
   ½ time, 100% time on project (20 hours per week)

3. Janet Wilken, Secretary
   full time, 100% time on project (40 hours per week)

Project duration - January through August, 1975

II. MAJOR ACTIVITIES AND ACCOMPLISHMENTS

A workshop was held with the Kearney State Vocational Teacher Educators in anticipation that Kearney State would act as the field test center, assuming Phase II is funded. This was an information and planning workshop. Implementation strategies were discussed.

On May 21, the project director attended a meeting concerning post-secondary competencies. Post-secondary educators felt many of the secondary competencies may have relevancy for their educational instructors.

On May 22, a meeting was held with a small Advisory Group consisting of the following members or guests: Carl Blank, C. A. Cromer, Marge Harouff, Ed Kelley, Ann Masters, Colleen Parker, Merle Rudebusch, Elton B. Mendenhall, Julie Boettcher, and Earl Kocher. They were informed of the project objectives and activities accomplished to that date. Their recommendations were (1) that another small Advisory Group be formed composed of other educational leaders in the state, and (2) that a workshop retreat be held where every competency would be considered for its merit to Vocational Teacher Education in the State of Nebraska. In compliance with the first recommendation a second small Advisory Group meeting will be held on June 20.

During this quarter, suggestions and recommendations from Vocational Education leaders throughout the state were solicited. Their replies have been tabulated and the resulting list is enclosed.

Also the list of competencies derived from the returns of Nebraska Education leaders was cross-referenced with existing research from studies conducted in various states throughout the nation.

A complete listing of all materials received during the duration of the project will be included in the final report. These materials represent a small library of competency-based information from across the nation.

III. ACTIVITIES AND EVENTS PLANNED

(A) We plan to have a workshop retreat in the very near future to rewrite existing competencies for Nebraska Vocational Educators.

(B) We are tentatively planning to have a final large Advisory Committee meeting where a summary of the project will be given.

(C) Any other activities will be contingent upon the recommendations of the small Advisory Committees and the Research Coordinating Unit.

IV. PROBLEMS ENCOUNTERED

The response to our letter (Appendix D) has been very poor. It is therefore very difficult to make justifiable modifications to the list of competencies. As a result of trying to overcome this problem, we have turned to the Small Advisory Committees.

V. DISSEMINATION ACTIVITIES

We have constantly tried to keep every Advisory Committee member informed on the current changes in the list of competencies through quarterly reports and various meetings.

We have informed state department personnel and other interested parties of the most recent modifications to the list of competencies.

A COMPETENCY BASED PROGRAM FOR PREPARING VOCATIONAL EDUCATION TEACHERS

3rd Quarterly Report

Project Director
Earl Kocher

July 1, 1975 to August 15, 1975

KEARNEY STATE COLLEGE
Kearney, Nebraska

OUTLINE GUIDE FOR QUARTERLY PROGRESS REPORT

VOCATIONAL EDUCATION RESEARCH PROGRAMS AND PROJECTS

Quarterly Report 3rd

Period covered by this Report July 1, 1975 to August 15, 1975

CONTRACT GRANTEE Kearney State College

Title of Project A Competency-Based Program for Preparing Vocational Education Teachers

Name of Project Director Earl Kocher

I Staff utilization: (List all personnel assigned and the percentage of time devoted to the Project) (Also indicate personal services expenditures under the Project)

II Major activities and accomplishments during this period. (Support with statistical data where appropriate)

III Activities and events planned for the next reporting period.

IV Problems encountered and extent of seriousness which have caused deviation from your chronological schedule.

V Dissemination activities: (Enclose clippings and list other activities such as Radio, TV, special presentations, etc.)

VI Budget Request Form:

L. L. Colvin — Project Initiator (Signature)

Earl Kocher — Project Director (Signature)

Contract Grantee Representative:

Date Submitted:

QUARTERLY PROGRESS REPORT

VOCATIONAL EDUCATION DEVELOPMENTAL RESEARCH PROJECT

Quarterly Report 3rd

Period Covered by this Report July 1, 1975 to August 15, 1975

Contract Grantee: Kearney State College, Kearney, Nebraska

Title of Project: A Competency-Based Program for Preparing Vocational Education Teachers

Project Director: Earl Kocher

Project Grantee Representative: Earl E. Rademacher

Lyle Coladay
Project Initiator
(Signature)

Earl Kocher
Project Director
(Signature)

Earl E. Rademacher
Contract Grantee Representative
(Signature)

Date Submitted: _____

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I. STAFF UTILIZATION

July 1 to August 15, 1975

1. Earl Kocher, Director
   100% time on project

2. Colleen Parker, Graduate Research Assistant
   ½ time, 100% on project (20 hours per week)

3. Janet Wilken, Secretary
   full time, 100% time on project (40 hours per week)

Project duration - January through August, 1975

II. MAJOR ACTIVITIES AND ACCOMPLISHMENTS

On June 20, a small advisory committee meeting was held. The purpose and progress of the project were discussed. The recommendations from this advisory committee were incorporated with the recommendations from the first small advisory committee and a plan of action was developed. This plan was to design and implement a research based component. Because of the time factor involved, the project will necessarily be extended into the early fall.

III. ACTIVITIES AND EVENTS PLANNED

Due to the termination of the project, no future activities or events have been planned.

IV. PROBLEMS ENCOUNTERED

The project completion date was August 15, however, due to the continuation of the project, the responsibility for the project will revert to the Research Coordinating Unit or its designate.

V. DISSEMINATION ACTIVITIES

As soon as the results of the statistical survey are analyzed, these results will be disseminated to interested persons throughout the state of Nebraska.